

Practical Exploration of English Talents' Training Mode of Higher Vocational Education Based on Future Career Abilities

EXPLORATION DES PRATIQUES DES MODE D'ENTRAÎNEMENT TALENTS EN ANGLAIS DE L'ENSEIGNEMENT SUPÉRIEUR PROFESSIONNEL EN S'APPUIANT SUR LES CAPACITÉ DES FUTURES MÉTIERS

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Abstract

According to the analysis of graduates employment in higher vocational education at present time and market survey, it obtains the requirement of employers regarding students' ability, the paper points out that we should orient with employment, pursue the mode of work-study projected combination, conduct curriculum reform in order to train quantities of talents with comprehensive qualities and strong practical abilities. The researching way has brought effective results in practical teaching as presented in the article and putting forward the main implementing approach for optimizing talents' training of higher vocational education.

Key words: Higher vocational education; Practical teaching model; Career ability

Résumé

Selon l'analyse de l'emploi des diplômés de l'enseignement professionnel supérieur au temps présent et étude de marché, il obtient l'exigence des employeurs quant à la capacité des élèves, le document souligne que l'on devrait orienter l'emploi, de poursuivre le mode de travail-études projetées combinaison, la réforme du curriculum conduite dans le but de former des quantités de talents avec des qualités complètes et solides aptitudes pratiques. La façon dont la recherche a apporté des résultats efficaces dans l'enseignement pratique telle que présentée dans l'article et mettre en avant l'approche principale la mise en œuvre pour optimiser la formation des talents » de l'enseignement professionnel supérieur.

Mots clés:

Enseignement professionnel supérieur; Modèle de l'enseignement pratique; Capacité de métier

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Public spotlight and educators both have been focusing on the issue of talents training mode of higher vocational education. The problem of training qualified English talents successfully and college graduates satisfied by business employers becomes crucial at present time. It's generally accepted that the process of training requires further teaching reform and necessary procedures in the development of higher vocational education.

1. THE IMPORTANCE OF PRACTICAL ENGLISH TEACHING REFORM

Social investigations and questionnaires survey to college graduates have been made by educators of Shenyang Polytechnic College from 2005 to winter holidays this year, during the years with the approaching of hundreds of graduates as well as experts from different kinds of fields, clerks in the human resources departments and staffs in various businesses. We delivered at least 30 questions on the paper each time and received various kinds of suggestions and much information on the issues, through talking and contacting with different kinds of people, we proceeded the procedures of deepening the understanding of work-study mode one step after another, persisted in going into certain enterprises which have close relation with students' majors and find the proper working posts for students to make practice, the relations between businesses and college now becomes more tight than ever before, the cooperation between school and business benefits both sides and especially a good way of fostering talents for higher vocational education in many aspects,

the first-hand teaching research try made us rational speculations, we are satisfied with the good results what we have done all these years.

2. THE TARGET AND ORIENTATION OF ENGLISH TALENTS TRAINING

A document titled "Opinions of Improving the teaching quality of higher vocational education in an all round way" made by Ministry of Education China put forward that vocational education institutions should be active to cooperate with business and relevant fields to foster the talents together for qualifying the technical requirements of future job. Pursuing the work-study mode and conducting curriculum reform in need of the era of knowledge economy.

According to the requirements of government, the teaching target of English major of our college is oriented mainly to tertiary industry and students should not only have enough English knowledge but also comprehensive qualities including professional morality, abilities of communication, habit of spontaneous learning, imagination, creation as well. Students, being trained while studying at college, should be capable of doing many kinds of jobs in future career related to students' major, such as bilingual secretaries, office clerks in the company, English-speaking waiters or waitresses in the star ranking hotels, salesmen in business firms and businessmen in trading companies, assistant-teachers in language schools and tour guides in travel agency etc. In order to serve the local economy well, we tried every means especially in practical teaching to improve the quality of talents, enhance students' integrative and practical abilities.

3. CARRYING OUT KNOWLEDGE TEACHING BASED ON WORK-STUDY MODE

It's understandable that many educators have become familiar with their traditional way of teaching and cannot adapt themselves to the new trend of education reform. A great deal of academic discussions about new way of talents training have been continuing every where in educational institutions and on internet, it's a tough and difficult task to pinpoint what is the powerful and effective way of initiating the teaching reform.

The main impetus for our team to try the work-study mode of practical teaching comes from the feedback of our graduates and business cooperators of college-business cooperation, clearly we have a direction where to go and what should be changed in the original type of teaching, traditional way of classroom teaching should be replaced by project-based combination in the innovation,

the work-study mode is recognized either appropriate for higher vocational education or proper for students finding their future jobs.

The way of on-the job practice stretched the course into the business and foster students abilities in the simulated environment, the teaching team is consisted of both school teachers and business staffs who work together to complete the task of talents training in the whole process of practice. All educators concentrate on what we have done for the curriculum reform based on career abilities, so new mode and method have been adopted and explored in our college for English talents training of higher vocational education.

We have kept a rule of revising our syllabus and teaching programs of practical teaching course after listening to business educators for advise, emphasizing students' ability to use the language with the situational background of working environment, moreover, in order to put theory into practice in the curriculum design, educators and students have materials of Guidance Book for certain training classes, take "Comprehensive Business Course" for instance, it's a course for knowledge practice, the main purpose is improving students basic ability to do what future jobs require students to do, what the educators design and teach should be in consistent with the kind of work in the teaching program and what they are practicing exactly, we design a module of web-based information collection in this course, when dealing with the problem of how to surfing on internet to get much more information and then ask students to edit the text into a required file, for the position of office secretary, educators first let students consult the necessary materials both in English and Chinese language on internet and the most important step is how to use business equipments in future office job, for example, sending out a fax, run off copies of materials with the photocopier, take pictures around campus and try to do some clerical work in the office, learn some basic skills of bilingual translation, etc we know that the changes for names of courses are forms of teaching program reform, improving the talents abilities is the essence to realize the goal of teaching reform.

4. PROJECT-BASED TEACHING METHOD COMBINATION

As far as English talents training is concerned, a business instructor worked as our coacher from a famous hotel in Shenyang who has experience for coaching 6 students suggested that classroom teaching is far from enough to foster a qualified talent required by employers and responsible for their future career in one aspect, if process of teaching focus only on knowledge learning from textbooks from merely instructors, less abilities students would have in the other aspect, the attainment of using the language without certain background is

substantially beyond the ability of majority students and it's a waste of the time if studies spend too much without situational environment, classroom teaching alone will not guarantee the integrated qualities of talents, especially communication skill with different kinds of people around. Since the environment is so important that we are trying to probe the process of project-based practical teaching into depth. We have developed many projects in practical teaching and for undergraduate students' future employment in recent five years. Take some of them for example, a) Bilingual Secretary Assistant; b) English Teacher Assistant; c) Hotel English Service at Star-rank Hotels; d) International Conference Service and Reception; e) Practice of Foreign Trade Business; and f) The project of working in Singapore, etc. What we educators have been doing in the process of English-teaching reform is to develop as many project-based practical teaching items/ projects/modules as possible through work-study mode and we both educators including those from businesses create many possible chances to schedule/guide students new way of learning through doing things by themselves and study knowledge from the real working background.

The main purpose of carrying out this kind of teaching mode is to put the language theory into real working settings, to enhance students abilities is the core of teaching, to form a new structure of curriculum system.

In order to turn what students learned into practical knowledge and comprehensive abilities. The characteristics of project-based teaching method as presented in the following areas:

4.1 Meeting the Requirements of Students' Future Career

According to graduate survey in recent years, students majored in business English and tourism English have been mainly engaged in three areas of working fields, office staffs in the company; salesmen or waiters/waitresses or businessmen in trading companies or tertiary fields; assistant teachers or coaches in the foreign language training schools, nearly one thirds in each area. The project-based practical teaching method as describing above is developed to meet the needs of working posts and areas, "Bilingual Secretary Assistant" is for office staffs in the company; "English Teacher Assistant" is for assistant teachers or coaches in the foreign language training schools; "Hotel English Service at Star-rank hotels", "Practice of foreign trade business" is for those salesmen or waiters/waitresses or businessman in trading companies in tertiary fields. Revising teaching program and syllabus each time for the purpose of learners' immediate needs on one hand and job requirement of future needs on the other hand. Listening to staffs' opinions in the business should be kept as a rule. All what we wanted to do is to meet the requirement of future job career for students.

4.2 Conducting Projects with Web-based Learning Environment

With the rapid development of modern science and technology, great changes have taken place in many areas as well as in educational field, teaching facilities, technology and especially environment of web-based learning have been widely spread all over the higher educational institutions of the country, so is the case in our school, most of our educators offer their courses with the means of networked computers and use audio-video or PPT in the multi-media classrooms to arouse students interests of learning, with such web-based computers we can see students show much interests to their English studies and completed what our project required them to do, to our surprise, the students who showed less interests in other courses have enthusiastically energy to collecting information sources and edited them into a special use as required by the instructors, with the task of on-line information searching and ability of editing into a file of word format, students will be capable of doing essential office work well in their future job position.

5. A CASE STUDY OF PRACTICAL TEACHING AT STAR-RANKING HOTELS

When describing the project of Hotel English service at star-ranking hotels, a leader of English disciplinary of Shenyang Polytechnic College once wrote in an article in which she put forward the following idea.

In order to develop an effective and practical vocational training program, college vocational educators are expected not only to understand the theory and practice of vocational education, but also to have a thorough knowledge of what specific skills and knowledge are needed in a particular field. College vocational education staff went to hotels, learning from and working together with hotel workers.

By working together with the hotel workers and managers, our college educators leaned specific skills and knowledge that particular posts in the hotel required. Then, college educators and hotel staff worked together to develop a vocational training program. The program is project-based, and each project covers a set of knowledge and skills, including the steps and procedures to reach its objectives.

As talking about the project "Hotel English Service at Star-rank hotels", the mode of learning gained effectiveness both in the process of teaching and learning, the real situation of communicating with foreigners in dealing with daily work gave students more chances to practice English, most students who has been working at front desk, business center, telephone extension western food hall, café room now can speak hotel English very fluently with foreigners through doing their own

business, a female student told us that only in this way she put herself into English studies enthusiastically and when studying at college she had got low mark in oral English course, but now she is quite different. Educators also learnt much more knowledge and skills of serving customers and team work building, hotel etiquette etc. through working together with hotel clerks and coaching and talking with their students

The staff development program for our college educators not only helped them gain a clearing understanding of how hotel business runs and what skills are needed for particular posts, but also enhanced their own skills in helping students obtain the required knowledge and skills for their future jobs.

6. SATISFACTORY RESULTS

Through collecting and analyzing information from both business and students who got on-the-job practical working experience, we took the measures of adjusting teaching plans and programs including syllabus of English specialty according to their advice, change what we have in the teaching affairs with what the business require and students' need for their future jobs.

Our data from 3- year survey indicate that the employment rate was 93 percent for the past three graduating classes; our graduates adapted themselves easily to the working environment, and many have been promoted to higher ranks.

Nearly 100 students who are making internships and most of them were employed by both local and international employers as far as South Korea and Singapore. Take Singapore for instance, students who have been doing working practice in UMC Electronics Company Ltd., HP Company, Zhangyi International airport and other famous units, Starbark Cafe, department stores and other business firms, have been highly praised by employers there, some feedback when common on the project-based teaching method students described that through being given the chance of working as bilingual volunteers at international exhibitions and expos pushed us to raise our oral English level when we studied at college, it's really an enjoyable experience, the communication with foreigners from all over the world provided us the situational background and the pressure on each day when we took on our duty at the exhibition exerted us to make double efforts for completing our task, the experience of doing that is so important for us to make more progress in the study of oral communication, so we can communicate well with customers in English when we do the product promotion abroad now and improved the ability of communication by and by with the English-speaking people around us, till May in 2011 two undergraduates have been applying for SP visa instead of WP, another two have been promoted for higher ranks in the working units and the case is the same as those

working in Shenyang, such titles as section manager, assistant manager, private hotelkeeper, language coach in the training school and etc. were separately given to them, one of our students had won the first place in a technical competition among staffs in a five-star hotel.

Besides our own simulation building on our campus, we also have built nearly twenty practical teaching bases in our local enterprises so far and have harmonious and communicative relations with each of them, we together try to create an environment for our students to do those kinds of jobs with close relation to our majors and learn as many skills as future job required and let students grow well as both college and business hoped.

CONCLUSION

All genuine knowledge originates from direct experience. Our teaching research and work-study mode for future career suggest that much energy on curriculum reform for higher vocational education should focus more on practical teaching mode, in this way the quality of talents training can be guaranteed since the challenging job competitiveness in the job market in recent years, work-study mode and cooperation with certain businesses should be advocated, and time or period of business learning or internship should be extended longer than classroom learning and venue of classes should move from classroom to outside--- practical learning in a broad way in open places according to content of studies or doing hands-on abilities of knowledge learning from instructors both from school and business.

Much attention also should be taken to aspects of talents attitude toward learning, level degree of English in communication and abilities to use what they studied and how they behaved when contacting with people around them.

Anyway, on-the-job experience would be an important process which leave us a deep impression and good preparation for students seeking a good job before being employed by future employers with associate diploma degree, any good method or teaching way benefits talents training should proceed from objective realities and in accordance with the goal of higher vocational education.

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